The Report of the
Accreditation Visiting Team

Olympus High School

4055 South 2300 East
Salt Lake City, Utah 84124

March 3-4, 2011

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

THE REPORT OF THE
VISITING TEAM REVIEWING

Olympus High School

4055 South 2300 East
Salt Lake City, Utah 84124

March 3-4, 2011

UTAH STATE OFFICE OF EDUCATION

Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

DIVISION OF
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FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and student achievement. In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes in a three-step evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 3-4, 2011, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Olympus High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Mark Manning is also commended.

The staff and administration are congratulated for their desire for excellence at Olympus High School and for their professional attitude which made it possible for them to see weaknesses and strengths and to suggest procedures for improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is most important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Olympus High School.

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*Board of Regents Appointments
** UCAT Representative
*** CMAC Representative Appointment
**** USBA Advisory Representative Appointment
***** Charter School Representative Appointment

12/28/2010

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OLYMPUS HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Mark H. Manning..... Principal
Wes Cutler ..... Assistant Principal
Josh LeRoy..... Assistant Principal

Counseling

Kaye Poulton-Timm..... Counselor
Shelley Vroman ..... Counselor
Chad Croxford ..... Counselor
Linda Sullivan..... Counselor
Ron Bailey ..... Career Counselor

Support Staff

Gayle Allen
Verna Allred
Nancy Almanza
Julena Averett
Cheryl Barker
Ron Bennett
Hilary Black
Sharon Brewer
Tami Christiansen
Cody Cochan
Jena Durham
Michelle Eastman
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Denice Smith
Mark Smith
Mike Smith
Todd Summerhays
Darleen Twitchell
Angie Vanberckelaer
Jed Vandenakker
Jaio Wang
Elizabeth Watson
Aaron Whitehead

OLYMPUS HIGH SCHOOL

MISSION STATEMENT

We are students, educators and parents of Olympus High School. We are dedicated to the principles of respect, responsibility and life-long learning; to an environment that supports educational and personal excellence; and to the development of skills necessary for acquiring knowledge and using it wisely.

BELIEF STATEMENTS

- All students become life-long learners by reading, writing and thinking critically.
- All students can achieve the learning goals in their educational and occupational plan.
- All students will understand the importance of the values of respect, responsibility, trust and caring with all people.
- All students can learn if they are provided with a variety of learning tools and opportunities.
- Clear goals and high expectations for student achievement should guide the development of the curriculum and the design of instructional strategies and learning activities.
- Teachers, staff, administrators, parents and community members share in the responsibility for providing a supportive learning environment within our school.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Communication and Collaboration Skills
    - Students will acquire and apply skills which will enable them to think clearly and communicate effectively.
    - Through cooperative work, presentations, and projects, students will develop collaborative and interpersonal skills.

2. Character Development

- By serving others, students will learn to value and commit to family and community.

- Students will demonstrate integrity and responsibility for their punctuality and attendance to class and for other obligations.

3. Basic Skills and Continuous Learning

- Students will apply critical-thinking and problem-solving skills through reading, writing, and math, to achieve personal excellence.

- Students will become aware of their interests and abilities related to ost-high school, education, and career opportunities.

Date of visit*:* March 3-4, 2011

MEMBERS OF THE VISITING TEAM

Glo Merrill, Murray School District, Visiting Team Chairperson

Mike Brown, Springville High School, Nebo School District

Nancy Peebles, Bonneville High School, Weber School District

Bryan Jenkins, Viewmont High School, Davis School District

Nicole Blanco, Copper Hills High School, Jordan School District

Allan Whitmore, Canyons School District

VISITING TEAM REPORT

OLYMPUS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Olympus High School is located in Salt Lake City, has an enrollment of 1,450 students, and was recognized by *Newsweek Magazine* as one of the nation's finest high schools. The school has a highly qualified, veteran faculty. Olympus has a tradition of academic excellence and offers a wide range of rigorous courses. There are19 Advanced Placement courses, in which many students participate. A large proportion of the student body participates in award-winning choirs, the theater program, athletics and other extracurricular activities. Olympus High School has a large number of parents who participate in a wide variety of programs, and has excellent support from the local business community.

Since the last accreditation visit, the school has gained a new administrative team and begun the process of building a new school on-site. The school has adopted the Professional Learning Community (PLC) model and also has a late start every Monday. Olympus High has worked for the past six years to improve the daily attendance rate and student writing in all content areas. The school boundaries were changed when Granite High School closed and Olympus welcomed the students from the Granite area. Olympus has seen a gradual increase in ethnic minority students, disadvantaged students, and ELL students.

a) What significant findings were revealed by the school's analysis of its profile?

The school has implemented a new attendance policy, and daily attendance has improved from 91 percent in 2003 to 98 percent in 2010. The school leadership team (SLT) challenged every teacher to randomly offer startup activities to encourage students to attend as well as be on time to each class.

The school has focused on improving student writing, and the data collected by the school shows an improvement across all demographic groups in all grade levels. The school identified through GPA, CRT data, and fundamental course enrollment that there is a large learning gap between ethnic minority students and Caucasian students at Olympus High School. For example, the English Fundamentals course has 85 students enrolled, 37.6 percent of whom are ethnic minority students; in the U.S. History Fundamentals course, 42 percent of the students are ethnic minority.

b) What modifications to the school profile should the school consider for the future?

The school produced a comprehensive profile of disaggregated achievement and demographic data, as well as the results of the parent/student survey. There is complete alignment of the mission, beliefs, DRSLs and action plan. The Visiting Team commends the school on its thorough, well-written self-study.

Olympus should continue to track student writing data; the data could be collected and analyzed by teacher, course, department and school. Student writing should be anchored by each department. In addition, a sincere effort should be made to have every faculty member participate in the writing project and use the common writing rubric to score their students' writing.

c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The profile was very thorough and accurately presented the school's strengths and limitations.

Suggested Areas for Further Inquiry:

- Olympus High School is encouraged to continue to collect and disaggregate data to make informed decisions about instruction and curriculum as well as track achievement trends.

- As faculty members develop common assessments, specific data should be collected and analyzed by each department to guide instruction and curriculum.

CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

The mission and beliefs of the school have a high level of commitment to student learning and success. The mission and belief statements have remained the same since the last formal visit, although the school plans to revise the mission statement in the near future. Parents, students, community members, faculty, administration and community business partners should be included in the collaboration on the new mission statement. "Be Strong" is the school's motto, and all stakeholders appear to be committed to the motto. The Visiting Team suggests the school consider using the motto as part of the new mission statement.

b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

Olympus High School's mission and belief statements are closely aligned with the DRSLs. The DRSLs were revised and simplified three years ago, and the school plans to revisit the mission and DRSLs in the near future. The Visiting Team recommends that all stakeholders are included in the process (parents, students, staff, business community, faculty administration). The DRSL indicators should include a method of measuring individual student, subgroups, and whole-school improvement in achievement.

c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

The school institutionalized the Character Development Indicator so that students will demonstrate integrity and responsibility for their attendance and other obligations. The Visiting Team found substantial evidence that all faculty members are using the random startup technique to encourage students to be punctual. However, the school did not disaggregate the attendance data. The Visiting Team recommends that the school begin to collect and disaggregate data to determine whether students with good attendance improve to having great attendance, or whether struggling learners have substantially improved their attendance.

The school is currently working on the Communication DRSL and is in the process of implementing writing in all content areas. The school developed a writer's guide that is distributed to each student, and the English Department developed a writing rubric based on Six Traits and trained all faculty members on this rubric.

As the Visiting Team discussed the implementation of the communication DRSL, it seems that more faculty members need to realize that the school-wide writing assignments are not an "add-on," but a relevant writing assignment that supports the core. The Visiting Team would suggest that additional professional development be focused on using relevant writing assignments that align with content core standards, and should encourage each department to anchor student writing so students are receiving similar grades and feedback from all of their teachers. It may be useful to simplify the rubric and possibly focus on content and conventions in all content areas.

d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

Teachers and students are well aware of the school's motto and are inspired to do their best in class, in serving others, and in extracurricular activities. The school clearly sets high expectations for staff and students. Faculty members and students were also very aware that the school is working on improving attendance and student writing.

Curriculum:

a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah* Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success*?*

The Visiting Team commends Olympus High School for adopting the Utah Core Curriculum and initiating collaboration for student success. The school recently implemented a late start so faculty members have time within the school day to develop common curriculum maps and are in the process of establishing common formative assessments in most core courses. The Visiting Team would encourage teachers who teach a common course to collect data after using a common assessment and use the data to discuss improving student learning in the course. This may include conversations regarding curriculum development and instructional strategies and well as assessment methods.

b) *To what extent does the curriculum engage* ***all*** *students in inquiry, problem-solving, and higher-order thinking skills?*

The majority of faculty members strive to engage their students in inquiry, problem-solving and higher-order thinking skills. However, it appears that traditional instruction methods dominate instruction at Olympus High School. The Visiting Team recommends that the school study research-based instructional strategies that may improve student learning for ***all*** students. The PLC model allows time for department members to discuss a teaching strategy, implement the strategy and discuss as a team what worked well and what they could differently the next time they use the strategy.

c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The Visiting recommends that the school dedicate more time to the PLC model so that faculty members in each department can become familiar with the DRSLs and work together to develop curriculum that focuses on the DRSLs. Each faculty member could design methods to explicitly teach the DRSLs within the framework of his/her curriculum.

d) *How does the staff use assessments to drive curriculum to ensure that* ***all*** *students can reach the intended learning outcomes?*

The Visiting Team found ample evidence that Olympus High School is using the results from CRTs, ACT, AP, and certification tests to adjust the curriculum to help students reach intended learning outcomes. In addition, the English Department and Science Department lead the school in implementing common assessment and using the school’s writing rubric. As formative assessments continue to be developed for each course, the school should improve learning for ***all*** students. The school has

developed standardized courses for core subjects for the struggling learners. The Visiting Team was very impressed that high-quality faculty members have volunteered to teach these courses.

The Visiting Team commends Olympus High School for reaching out to the elementary and junior high schools that feed into the school. The school has started the process of aligning the curriculum vertically to improve student understanding of expectations for learning in core content areas.

Instruction:

a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

The Visiting Team observed the majority of teachers using direct instruction to deliver the curriculum, and this method has proven very effective for a number of years. Some teachers were using a PowerPoint presentation as they delivered their lecture. The CTE, art and PE faculty members were using hands-on activities to teach core standards. As the PLCs study and implement research-based strategies, student achievement should improve for all students.

The Visiting Team would encourage all faculty members to have students evaluate their own work as well as the work of their peers. As students regularly use rubrics to determine the quality of student work, the learning targets will be clearly understood and easier to achieve.

b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The startup activity has been institutionalized at Olympus High School, and some departments have started to use the school's writing rubric to assess the quality of student writing. It is clear that Olympus faculty members and administrators have high expectations for their students in academics and citizenship.

c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The school does not have a formal professional development plan. Faculty members often participate in professional development that is taught by their peers. The Visiting Team commends the English and Science Departments for quickly developing PLCs that are collecting data to improve student understanding. In their survey, the faculty members requested additional training in the operation of PLCs, and the Visiting Team supports this request.

d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

Olympus has a very seasoned, highly qualified, knowledgeable faculty that is devoted to its students. Teachers are passionate as they share their knowledge with the students and are willing to spend hours before and after school to help their students become more proficient in their understanding of the curriculum.

e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

The school district recently installed LCD projectors in every classroom, and many teachers are using the technology to heighten the engagement of their students. In addition the Visiting Team observed the use of Smart Boards, blackboard technology, and wireless TI Inspire calculators. During the parent meeting, the parents complimented the administration for allowing all students to benefit from using up-to-date technology. The school may consider purchasing several portable laptop labs to increase student access to the Internet and Google Docs.

Assessment:

a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The school has institutionalized the Character DRSL, and all stakeholders understand the importance of improving daily attendance as well as decreasing the number of student tardies. High-stakes test scores have improved, but the school did not collect data regarding the correlation between the improvement in attendance and the school's or subgroups' achievement data.

Olympus High School has developed a school-wide writing rubric to assess students' writing proficiency, although it appears that the tool is not regularly used by all faculty members. The students seemed to be unaware that the writing rubric was to be used in all content areas. In addition, very few students have been trained to use the rubric to evaluate and monitor progress in their own writing or the writing of their peers.

b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

The Titan Way program is well established within the school community, and students understand that the goal of Olympus is to improve academic achievement for all students. The self-study provides a great deal of disaggregated evidence that the

assessment process at Olympus High School is fair and equitable for all students. The school may consider adopting a common grading scale. In addition, as faculty members anchor student assignments and discuss the results of common assessments, grading within each department may become more consistent. Currently, a B grade in any course may represent a different level of knowledge and understanding of content from any course, depending upon which teacher taught the course.

c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

Olympus High School is commended for its efforts to improve student learning for ***all*** students. High-stakes testing data has been appropriately disaggregated and reviewed to identify who is learning and who is not learning at Olympus High School. Individual teachers know who is not learning in their classes, and go out of their way to offer help to the struggling learners. The school initiated standardized courses in core content areas to focus on struggling learners.

d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The school is commended for implementing the PLC model to improve student learning. Several faculty members have attended DuFour's PLC training and the school plans to continue to take teams to the annual training. However, it is recommended that the individual PLCs meet more frequently to move the work forward at a faster pace.

The Visiting Team recommends that the school leadership team develop a comprehensive professional development plan that would include strategic long-range and short-range goals.

e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

It appeared that not all stakeholders were aware that there is a school-wide rubric designed to measure individual student improvement in writing (i.e., science lab, math journal, research paper, essay, personal reflection). The school could develop a plan for how and when the writing rubric will be used and how to quantify and interpret results in each course, department and the school. The school may consider scheduling additional professional development with each department regarding relevant writing for that department.

CHAPTER 3: NORTHWEST SUPPORT STANDARDS

Leadership and Organization:

a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

The Visiting Team commends the administrators and the school leadership team for continuing the long tradition of excellent academic climate that supports student learning. Courses that challenge the advanced and the at-risk students have been implemented to better ensure the learning of all students. The Advanced Placement program is very strong both in the number of students enrolled and the classes offered. The school also promotes a diversified curriculum that engages ***all*** students!

b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

Olympus High School is currently in the beginning stage of implementing Professional Learning Communities in every department. The school is working hard to establish a framework for PLCs that will address the needs of all students in the areas of curriculum, instruction and assessment. To do this, Olympus must have a commitment to the PLC model. It is recommended that the school hold weekly meetings and once-a-month celebrations of student learning successes that will motivate staff members to become engaged in this school-wide strategy to enhance student learning.

c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The Visiting Team commends the principal for continuing the tradition of a positive, welcoming learning climate. The administrative team members work well together and have provided a clear vision as to what must be accomplished in a fair and positive manner. Olympus High School is in the process of both Northwest Accreditation and a Federal Audit. With all of this, the leadership has remained positive with all stakeholders at Olympus High School. **All** stakeholders feel the commitment the school has to providing a focus on student learning as well as a safe and friendly school where all students feel valued.

d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

The administrators at Olympus High School have developed a meaningful working relationship with their community. The School Community Council is composed of business partners and parents representing all demographic areas of the school population. The SCC positively reports that its members feel fully included in the decision-making processes at the school. Students also feel empowered to approach the administration to initiate school change. The comments from parents, students, staff and faculty about the openness of the administration and teachers were extremely positive!

e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

The school has made concerted efforts to implement a system in which each student is fully supported in achieving the school-wide expectations for improving student learning. The Counseling Department and faculty members are commended for their systematic approach to meeting the needs of each individual student.

Olympus currently offers tutorials at different times before or after school. It is suggested the school look into the advisory or flex-time model to address the need for academic support of students during the school day.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

a) *To what extent has the school developed and implemented a comprehensive school improvement plan using* Collaborating for Student Achievement*, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?*

Olympus High School was very thorough in developing and implementing a comprehensive school improvement plan. The process outlined in *Collaborating for Student Achievement* was followed with fidelity. The Visiting Team was impressed that the action plans included in the self-study clearly recorded the progress of the school. The Visiting Tem would encourage Olympus to increase participation and input from parents, students, staff and the business community.

b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The Visiting Team commends the administration for setting a clear vision for continuous improvement. Olympus High School sent a team to study the PLC model at Adlai Stevenson High School in Chicago. Since that time, the majority of the school's professional development time has been devoted to studying and implementing the PLC model. The Visiting Team would encourage the administration to visit each PLC on a regular basis to share ideas for improvement. In addition, the PLC model may become more accepted by all faculty members if each PLC could meet to collaborate on student achievement each week.

c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

There is ample supportive evidence in the self-study to demonstrate that that mission, beliefs, DRSLs and action plan are in complete alignment with one another. In addition, the achievement data has been reviewed annually as each year's action plan is developed. The Visiting Team would suggest that the school develop a professional development plan that outlines what administration, faculty and staff will do and a separate action plan focused on improving student achievement. The action plan for student achievement should focus on what students will know and be able to do, as well as how the improvement in student learning will be measured.

d) *To what extent does the school create conditions that support productive change and continuous improvement?*

Olympus is an exemplary school and has created conditions that support productive change and continuous improvement.

e) *What significant progress has been made in implementing the original action plan since the last full visit?*

Since the last visit the school has institutionalized the Character DRSL, relating to integrity and responsibility, and is currently working to institutionalize the Communication DRSL through a school-wide effort to improve student writing. The school has greatly improved the way data is gathered and analyzed.

f) *What significant progress has the school made in addressing the* ***major*** *recommendations of the previous Visiting Team and/or review team?*

Olympus High School used the major recommendations from the previous visit to guide professional development regarding the DRSLs. It is obvious that the administration understands the process.

CHAPTER 5: COMMUNITY BUILDING

a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team felt a strong sense of community from the students, parents, faculty/staff and administration during the visit. It is obvious that large numbers of parents and local businesses support the Be Strong and Titan Way programs. Parents, staff members and students all expressed appreciation for the positive culture at Olympus High School. The PTSA and School Community Council are fully staffed and undertake many projects each year to improve opportunities for all students. In addition, the sports teams and arts groups have large numbers of parent boosters.

b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The students who participate in the Community That Cares program regularly volunteer in nursing homes, elementary schools, and other community service projects. As the diverse population continues to grow, the school may consider a newcomers' organization or other activities to encourage all students involved in their school. The local business community provides many incentives for students to improve their grades or attendance through the Titan Way program.

The school also has an excellent website, a student information system to alert parents to F grades, and a PTSA newsletter. It is recommended that the school translate

information that goes out to parents into native languages. The Visiting Team commends the Counseling Department for providing financial aid and scholarship information to parents and students during the evening hours.

c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

The students were asked to participate during the school day. As the Visiting Team met with a group of parents, it seemed that little effort has been made to involve all stakeholders in the school improvement process. Some of the parents were included in the parent survey, but they had not seen the results of the survey, nor had they had the opportunity to read the self-study book produced by the school. Since many parents do not attend parent/teacher conference evenings, the Visiting Team would suggest that parent surveys be collected from a random sample of all parents, with special attention given to receiving surveys from the various subgroups.

The students and the parents indicate that there is a drug/alcohol problem at Olympus High School. However, there are very few safe school incidents at the school each year. The school may consider further investigation into this perceived problem.

d) *How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?*

The self-study book had not been distributed to faculty members, parents or student leaders at the time of the team visit. However, the school had just completed an outside audit and wanted to distribute the books when there would be ample time for the faculty, parents, and students to carefully review the published findings. The Visiting Team is confident that the published findings will be distributed to all stakeholders and that the stakeholders' input will be used for future school improvement efforts.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the community, parents, and students for their dedication to and support of Olympus High School and the many programs offered by the school. Many parents and businesses have worked with the administration to implement programs such as Be Strong and Titan Way. The parents and business community are also commended for annually providing scholarships for students, as well as supporting the Olympus High School Education Foundation.

- The Visiting Team commends the administration and faculty for engaging **all** students in learning. Olympus High School recognizes the need to adapt the curriculum to meet the needs of **all** students. The school is commended for opening lines of communication to inform parents and the community of the expectations for student learning, school policies, and school events.

- The Visiting Team commends the remarkably strong relationships among the faculty, administration and students. The school engages all students in learning. Students feel that their teachers care about them and are willing to give them extra assistance before and after school. Faculty members are highly qualified, and have extensive knowledge in their content area. The faculty members are commended for embracing the idea of startup activities to encourage students to be in class every day and on time.

- The Visiting Team commends the principal for being an exemplary instructional leader and fostering a climate where tradition and progress can be celebrated.

Recommendations:

- The Visiting Team recommends that Olympus High School develop a school leadership team that includes representation from faculty, staff, students and community members. The school leadership team will direct the revision of the school's mission statement as well as coordinate the institutionalizing of additional DRSLs.

- The Visiting Team recommends that the school's PLCs focus on improving student learning for **all** students. The team recommends that course-specific PLCs audit the curriculum, study research-based instructional strategies, design common formative and benchmark assessments, and collect and analyze data.

- The Visiting Team recommends that Olympus High School continue to track progress on the attendance and writing DRSLs. In addition, the school should begin the process of institutionalizing one additional DRSL or indicator.

- The Visiting Team recommends that Olympus High School persist in working to meet the academic and social needs of ***all*** students. The school should explore ways to increase involvement of ethnic minority students in all extracurricular activities, as well as initiate programs that would celebrate the diversity of the school.